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ABSTRACT

Ten one-hour videotapes have been developed to aid in a two-year vocational course in nursery school child care. The goals and production of videotapes on three subjects are described: organization and planning schedules, examples of direct and indirect guidance methods, and preparing materials for children's activities in the nursery school. (RH)

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FINAL REPORT

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VIDEO TAPES AS A CLASSROOM AID IN TEACHING CHILD DEVELOPMENT

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The purpose of this project was to provide realistic, meaningful visual aids to use in teaching Child Care, a two-year vocational program. Video tapes were selected as the best kind of visual aids for this program because they are a permanent record and reproduce exactly the activities of the nursery school. On tape, students and children can be seen working together and separately in the program. Students can identify with the teachers and aides showing tapes because the setting is familiar and they see others doing the work they will soon be doing. Visual examples of concepts are more relevant than spoken or written words.

The first video tape was made on February 9, 1972. The Television Education Section of the Pittsburgh Board of Education provided the equipment and technical assistance. Without this help, the project could not have been attempted. The cameraman and technical advisor, Paul Hohl, came to the nursery school laboratory at Carrick High School on 14 different days to tape selected segments of the program. Tapes were reviewed frequently so that a representative sample of different activities could be included. When necessary, specific activities or parts of the daily routine were taped to meet the goals of the project. In addition to the taping in the nursery school, two twenty-minute preplanned lessons were taped in the theory class, without the presence of children. Students demonstrated materials as the teacher narrated and explained the subject. One lesson showed a variety of ideas for science activities which could be presented to children. The other outlined the methods of organization and scheduling of job assignments for first-year students in the program.

The project provided the funds for purchases of ten, one-hour video tapes, materials for making charts, posters and schedules. Paint, paper and some new materials for variety were selected as well as an aquarium which offered a large number of possibilities for science activities in the Child Development Laboratory.

As outlined in the proposal, the following four subjects were included in the tapes:

1. Organization and planning schedules of work and activities in the nursery school: The twenty-minute tape made by students and the teacher shows examples of how schedule charts, parent's bulletin board, menus, attendance and health check records are made.

2. Fifteen segments of the tapes offer examples of direct and indirect guidance methods. For example:
   a. Tape segments which include room arrangements and the types of furniture and equipment may be used to explain indirect guidance.
   b. Planned activity segments offer teachers examples of both direct and indirect guidance methods.
   c. Tape segments in which children are encouraged to follow rules or settle quarrels may be used to teach direct guidance methods.

3. After reviewing tapes of children engaged in activities planned and presented by student teachers, it was decided that <u>how</u> the children participated in the activity, and <u>how</u> the teacher presented it were more important to tape than the preparations for the activity. Plans can be made more easily from watching the

activity, materials can be seen, children's response indicates how plans can be organized. Seeing the activity preformed helps the student consider variations in the method of presentation, the part played by the teacher, and how to hold the interest of children. Suitability of activities is demonstrated (or the reverse) by observing the participation of the children.

4. Preparing materials for children's activities in the nursery school: One twenty-minute tape was made in the theory class to explain and suggest materials for science activities. Other segments of tape made in the nursery school show science activities in progress and how they were presented and received by the children. Again, the taping of the actual activity in the nursery school proved more valuable as an aid to teaching the student how to prepare materials than a preplanned lesson involving only the students and the materials they might use.

There are certain limits imposed by the use of only one camera. The amount of activity which can be included is limited by the position of the camera and a number of interferences such as people, furniture, light, etc. Transitions from one activity to another are difficult because there is no rigid time schedule in the nursery school. Repetitious and lengthy scenes were cut and shortened. Some editing is completed. Except for placing related segments together on one tape to simplify its use, (guidance, a typical nursery school day) the tapes were left in their original state. The Cataloguing of tapes by content, with a description and numbering system to aid in the identification of desired segments, is now in process. The original sound was left on the tapes rather than adding explanations. In some cases the sound of

children's, teacher's voices and music are essential parts of the activity. The tapes demonstrate a number of concepts and the teacher's use of the tapes depends on which concepts are important to each lesson. The sound can be turned off when desired, and the teacher can explain or direct attention to ideas relating to the lesson. Tape can be stopped and reviewed as desired, or speeded up quickly and easily. In this manner, video tapes offer creative teaching versatility necessary in the Child Care Laboratory.

Interest in the project during the taping came from many people. Students, teachers, administrators and supervisors of the school and the O.V.T. staff requested previews of the tapes.

Arrangements are being made to provide all interested personnel with the opportunity of reviewing the ten tapes prepared. The results of the preview will provide a method of dissemination of the materials to all of the teachers of Child Development in the city schools.

The following is a list of the ways the tapes have already been used:

1. Open house for parents of students in the high school: video tape machine and tapes were available to show interested visitors
2. A meeting of city teachers of Child Care and guests from Head Start, supervisors of O.V.T.: selected subjects were shown
3. School personnel, including the principals, counselors, co-ordinators and teachers were invited to see tapes each time the video tape machine was available
4. Parents of nursery school children stayed in the classroom whenever video tapes could be shown and wanted more

5. Students who enrolled in the course for the coming school year stopped by to see how the nursery school operated and watched while some tapes were reviewed

6. Speech therapist who was unable to visit the nursery school reviewed the tapes to note the behavior of a child who has a speech problem

Far more than the original goals were actually accomplished in this project. The experience was most valuable for both the teacher and the students. Mistakes as well as successes, recorded on tape, contribute to learning for all involved. The students' response to the project was enthusiastic. They cooperated and helped in every way possible. Association with a new idea stimulated their interest in the program.